

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews some theories that related to the topic. Those are the definition of vocabulary, kinds of vocabulary, aspects of vocabulary, the importance of vocabulary, technique in teaching vocabulary, language testing items in vocabulary, descriptive text, part of speech, the definition of LGL, the implementation, the advantages and reviewing of some previous studies.

#### **A. Vocabulary**

##### **1. The definition of vocabulary**

Vocabulary cannot be separated from language learning. It has been found in every single part of language. This definition has been strengthened and also investigated by amount researchers around the world. Neuman & Dwyer (2009) assert this term as the words we have to know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Besides, to get effective communication, Moeller, Aleidine Kramer, Olha Ketsman, and Leyla Masmaliyeva (2009) vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. In addition, Zimmerman (1998) posits the role of vocabulary for communication and instructional, that vocabulary is central to language and a critical importance to the typical language learning.

Basically, vocabulary is able to be known as the words in a few language. This is based on Morris (1984, in Kitchakarn and Choocheepwattana) who pointed out that vocabulary refers to every word in a language that is used for making understand especially between persons. Longhurst (2013) completes Morris's argument whether vocabulary is the list of words or phrases of a particular language along with their meanings. Meanwhile, Sedita (2005) asserts that vocabulary knowledge is important because it encompasses all the words we have to know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Sesnan (2001, in Kitchakarn and Choocheepwattana) also concludes that vocabulary is total number of words we have to know and are able to use. Concluding to some definitions above, vocabulary means all the words that someone knows or use in such language, whether it is either on phrase form or on single form.

For more complete definition, The Longman Dictionary of Contemporary English (2003: 1843) defines vocabulary as being "all the words that someone knows or uses", "all the words in a particular language", "the words that are typically used when talking about a particular subject" and "a list of words with explanations of their meanings, especially in a book for learning foreign languages". However, Schmitt (2000) argues whether the term word is not specific enough to cover the complexity of vocabulary and to capture different aspects of lexis. There can be found that single words, phrasal verbs and idioms can all carry the same meaning. The different words and combinations of words are used in each case (Longhurst: 2013).

Based on the explanations above, there will be some conclusions like whether vocabulary can be defined as the words which are known by a person, which are used to have an effective communication in such language or a list of words in such language which endorse the mastery of learning that language. Concisely, vocabulary is the word collection in such language which is possessed by a person either to get effective communication or to learn a foreign language.

## 2. Kinds of Vocabulary

The kinds of vocabulary can be divided into some, that may be got from the expert's explanation. A Vocabulary that means a list of words and the range of words known by person. According to Judy (2007), there are four types of vocabulary; those are: A read Vocabulary; it is a passive vocabulary. It means that the words understood by the readers when they are reading a written text. They are also understanding a word's spelling, meaning and the exact meaning in its context. Listening Vocabulary; it is also a passive type of vocabulary. The listener is able to connect the words that is spoken by the speaker to their prior knowledge, thus, it becomes the meaning. Listening vocabularies are the words that listeners listen and understand. Speaking vocabulary is vocabulary that speakers apply when they are speaking. Writing vocabulary is the words that can retrieve when the writers are writing in order to express themselves.

Moreover, there are two types of vocabulary. According to Hatch and Brown in Alqahtani (2015: 25) stated that there are two kinds of vocabulary that called as receptive vocabulary and productive vocabulary. Receptive vocabulary is the words that learners recognize and understand when they are used in context, but

which they cannot produce. Productive vocabulary is the words that the learners understand and can directly immitate and pronounce correctly and use constructively in speaking and writing.

In addition, Jacksons (2002). There are two kinds of vocabulary. Those are active vocabulary and passive vocabulary. Active vocabulary is also recognized as working vocabulary or functional vocabulary. It consists of words that used for a speech or writing. As he fully understands the meaning of the words. This kind of Vocabulary enables students to perform either in oral or written of English skills. Passive vocabulary consists of words a person encounters in speech or writing of other people. Sarosdy et al. (2006:71), promote that by the passive knowledge, the students are able to recognize the word but they are not able to produce it. Therefore, the passive vocabulary is also known as recognition vocabulary.

Furthemore, the status of vocabulary items is not permanent because if active words are not frequently used, they may slip into the passive store and passive word may become active as well. Thus, a word is passive or active depends on how students apply the words in practice. The application of the words itself is the manifestation of students" memorization of words.

Based on those explanations, it can be concluded that the types of vocabulary are able to be divided into several knowledges. Vocabulary does deal with word. Yet vocabulary is much more than just a single word. The knowledge to know the meaning word and to know the word use deeply. The ability to understand the meaning of the word depends on when those words are used usually in communication. People sometimes only be the listener when the other try to

explain, talk, say something to them. In other hand, they may become the speaker which express their idea to the other. Starting from the knowledge of understanding the meaning based on it is used. While knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that could be produced or made in the way of speaking or writing are called productive or active vocabulary. The words that we catch, get or understand from listening and reading are receptive or passive vocabulary.

### 3. Aspects of vocabulary

The concept of a word can be defined in various ways, but there some significant aspects that the teacher need to be aware of. According to Nation (2001:1), there are four aspects of vocabulary that may be also involved the existance of vocabulary itself. They are use, form, meaning, and usage. Further, the detailed explanation as follows:

#### a. Use

According to Nation (2001: 1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/ uncountable, transitive/ intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well know opposite or a well know word describing the group or lexical set it fits into.

b. Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is listened. On the other hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the learners have to know how spell of word (written form). As Nation (2001: 44) pointed out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their pronounced. Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make new word, while root is the core of the word. Then, prefix is an affix at the beginning of root or word to make new word. For instance, words “unbelievable” where the prefix of un means negative or opposite meaning, believe as the root word, and able is a suffix that means someone or something is there will be the opportunity to do something. Here, they all go together and refer to someone or something that is so great or extreme as to be difficult to believe, extraordinary, hence unbelievable.

c. Meaning

Nation says that meaning encompasses the way that is formed and it works together in other words, the concept and what items it refers to, and the association that comes to mind when people think about a specific word

or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning does, students need to know about meaning in the context and they need to know about sense relation. The meaning of word can be understood in terms of its relationship with other words in the language. According to Harmer (2002: 18), the sense relation is divided into four as follows: Polysemy is word that has the same collection of sounds and letter but it has different meaning. Example: birth wing (sayap) - west wing (tanda). Synonym, it means exactly or nearly the same as each other. While, McCarthy et al (2010: 181) defines synonyms are words that sound different but have the same or nearly the same meaning. Example: delicious and tasty. Antonym, a word is often defined by its relationship to other words. It is also the word with opposite meanings (Thornbury,2002:9). Example: cheap and expensive, full-empty, old-young. Hyponymy, that relationship between a word which is a member of a category and the name of category. Fromkin et al (2003: 184) argued, “Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: red, white, black and so on, is a hyponym of color.

d. Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In

addition, Harmer (2002: 19) says that words do not just have different meanings. However, they also can be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

Based on the explanation above, it can be concluded that vocabulary aspects is classified into some part covering all words in language. Understanding those meanings is not as easy as seemed, because some words especially in English have more than one meaning. In order to clearly stated that learning can be succeeded when it is understood those aspects, for instance like when the word use, how the word form, how the word build and soon. It should be clear that the students will be really motivated and have a great skill on vocabulary. As the explanation before, learning vocabulary is not only about mastering it all, enriching, understanding the new one, but the way it is going to be used, how can it become like this are also the important part to be studied. Memorizing those word will be easier when the students know those aspects. Good communication will be reached easily as they want.

#### 4. The Importance of Vocabulary

As the reseacher explains before,vocabualry grows and changes. Mastering vocabulary as much as possible is really needed by foreign language learners; with appropriate vocabulary, learners can effectively express their ideas both in oral and written form. Then, they should have a good idea of how to expand their



vocabulary, thus they can improve their motivation and will in learning the language. The role of language teachers, they should possess considerable knowledge and manage the classroom activity, classroom atmosphere should become like a life class, it means the condition from the environment around the student should be safe but colorful, funny, easy to be understood and unforgettable. Unforgettable and comfy conditions from the class will make them also difficult to forget the lesson, it means that they may not easily forget about the lessons, thus the learners can gain a great success in their vocabulary learning.

Learning vocabulary first, then mastering the other skills of language learning is the important step for students, especially student of foreign language. Vocabulary knowledge development as well as supported their academic achievement. As Townsend and Collins (2008: 993) state that “the development of vocabulary in English makes an essential contribution to the academic achievement of English Learners (ELs).” Learning academic vocabulary is important for students when they learn technical terms in texts such as report text in which the use of technical terms is one of its the language features. In addition, learning academic vocabulary is important when the students need to access academic textbooks or other references from the internet.

Vocabulary study is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002: 255), “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. Thus, by having a

high vocabulary mastery, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes. Having less an extensive of vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in different context.

The important of vocabulary can be evidenced by application in real word. An example, students who have good vocabulary mastery will enjoy with their translation activity without looking up the dictionary. Thus, it is necessary for students to know many vocabularies in their study. Nation (2001: 9) explored “Studies of native speakers’ vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal”. The benefit of vocabulary study is not only can be used when they are studying at the classroom but also when they are using language directly as the toll of communication.

On the other hand, the existence of vocabulary also has an important role in any language event especially in written language. This statement is supported by Hayes, Wolfer, Wolfe 1996 in Hiebert and Kamil (2005: 1) that the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language”. In addition, Hiebert and Kamil, (2005: 1) explored “Words represent complex and, often, multiple meaning. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of text”.

It can be summarized that any language in this world has vocabulary, vocabulary which has different meaning from one another. A word has multiple meaning in different context. The meaning of vocabulary depends on the context. In learning English, it is important for students to understand the meaning of new language. People talk in order to express their ideas. They translate in order to discover the meaning of what others say and write. The translation means transferring the idea of what actually the other means, not only translate the meaning of those words talked by other. Without meaning, there would be no real point in language.

In learning foreign language, vocabulary is the central, especially at English language teaching, because without sufficient vocabulary, the students cannot understand others or express their own ideas. Wilkins summed up the importance of vocabulary “without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002: 13). It means that a language will not be formed without vocabulary. Vocabulary is the core of knowledge which must be belonged by each of language learners, especially English learners. It is the success key and important role in learning language, especially for English Foreign Language (EFL) learners. Moreover, by having enough vocabulary mastery, learners can express their feeling. Besides that, the communication is quiet impossible happen either written or orally when there is no the knowledge of that. However, the communication still can be managed even without having a good knowledge in grammar.

Based on the explanation above, it can be concluded that learning vocabulary has many advantages for the students. The role of vocabulary can help the students

in understanding what they have studied. Having the lack of vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will affect in their vocabulary achievement. The more concern of vocabulary will give contribution to the students in learning process. Students who have good enough vocabulary mastery, they will be usually more successful in learning language. Therefore, vocabulary is very important to be studied first by the students, especially for English Foreign Language (EFL).

#### 5. Techniques in teaching vocabulary

In teaching and learning process the teacher has to be able to make the interesting materials for the students. They have to recognize and apply more than one method of teaching. In order to be able to solve the problem or difficulties that must be appeared in learning and teaching process. They may be ready one of them when the situation demands it. The creativity of the teacher will bring out a good result. According to Scott Thornbury (2003:145-160) there are some techniques in teaching vocabulary. The first is using mnemonics, it involves devising an image that typically connects the pronunciation of the second language of word with the meaning of a first language. Second by using word cards, this technique has many activities as the variety such as peer teaching and testing, association games, guess my word, De-vowel words, Gosh writing, categories. Third, guessing from the context. It is one of the most useful skill learners that can acquire and apply both inside and outside the classroom. It seems to be one that can be taught and implemented relatively easily. It is also the one that we all already use. It may be unconsciously when we are reading and listening in our mother tongue. Fourth, copying strategies for production, this strategies learners need to use gadgets and

tools in their learning process. For the example is using the tape, and then apply it through role plays. Fifth, using Dictionaries, it is useful when learners are generating text and looking for the resources of word for vocabulary acquisition. Sixth is spelling rules, dictionaries are often used to check spelling, and spelling in English is somewhat problematic. Because there is often more than one way of spelling sound, and more than one way of pronouncing a letter (or combination of letters). Seventh is keeping records, the keeping of vocabulary notebooks is a skill that usually requires some classroom training. It is probably good if they own preferred method of recording vocabulary. The last is motivation. Beside those activities, in order to build the student's interest in words, teachers should be able to share their own old experiences when they were in the learning process like them or other learner experiences, either it is successful and unsuccessful.

#### 6. Language Testing Items in Vocabulary

In learning foreign language, language testing becomes important to either teacher and learner. One of them is vocabulary testing. A vocabulary testing is the way to know how far effective a teaching sequence has been conducted. As Thornbury (2002: 129) argued that Testing provides a feedback, both of learners and teachers. Moreover, testing has a useful backwash effect: if the learners know that they are going to be tested on their vocabulary learning, they may take and study vocabulary in their learning more seriously. Testing motivates learners to review vocabulary in preparation for a test.

It means that vocabulary testing can give positive effect rather than the negative effect to both of learner and teacher. It can give wash back that need to be

considered when teacher is designing and evaluating vocabulary skill. Meanwhile, the learners also can correct themselves that is aimed to increase their lachievement next time. Consciously, the high curiosity about vocabulary can appear in the students' self.

Similarly, Heaton (1988:9) stated that vocabulary test measures the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Test of vocabulary should avoid grammatical structures which the students may find difficulty to comprehend it. Types of vocabulary test are follows:

- a) Multiple choice task (Heaton, 1988: 55) Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the format of multiple choices can be used with isolated word, words in a sentence context, or words inwhole texts.
- b) Completion test (Heaton, 1988: 62) The completion items can be used for the testing of vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions.
- c) Gap-fill task (Thornbury, 2002: 133). Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. The bestknown example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced. In this way, knowledge of a wide range of a word type is tested. Moreover, the ability to complete the gaps depends on

understanding the context. Example: Because of the snow, the football match was ... until the following week.

## **B. Part of Speech**

There is a long tradition of classifying words, for the purposes of grammatical description, into eight word classes. The first is a noun. It is defined as a word that names “a person, place, thing, or idea”. This defines the noun category according to what its members are assumed to typically denote, so it is a meaning-based or semantic definition (Delahunty & Garvey :2010:148).

A compound noun is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words (Warriner: 2009:7). There are some examples of noun are: for persons are uncle, John, teacher. For place are garden, San Martin, Library, book store, Mid-Cities, Mall. For thing are table, Earphone, mouse, Main Street. For ideas are necessity, health, freedom, friendship.

Secondly, an adjective is a word that is usually used to modify a noun or pronoun. To modify a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or pronoun by telling what kind, which one, how many, or how much. Adjectives usually come before the words that describe or modify. Sometimes, however adjective comes after it describes (Warriner:2009:14). Here are some examples of adjectives are what kind? Cloudy day, green eyes, Americans writer, kind person which one or ones? These teachers, the first one, this car, any volunteer how many? or how much? Some books, two

dogs, no e-mails, much happiness. Take the example in a sentence “That boy is smart”. The adjective smart describes the noun boy.

Third, a verb is a word that expresses action or a state of being. Verb can be divided into main and helping verbs. The main verb is a verb that expresses action or state of being. Sometimes, other verb added to main verb to make the main verb more specific. These other verbs are called helping verbs. A helping verb helps the main verb express action or state of being. Helping verbs are called auxiliary verbs (Warriner:2009:17). Here are some examples of verb in sentences, “They played a football yesterday”. (The verb “played” expresses the action they performed). “Hope will attend the music concert”. (The helping verb “will” helps the main verb “attend” express a future action). The most common helping verbs are Am, being, do, have, must, were, are, can, does, is, shall, will, be, could, had, may, should, would, been, did, has, might and was.

An adverb is word that modifies a verb, an adjective, or another adverb. To modify a word means to describe or make its meaning more specific. Adverbs make the meaning of a verb, adjective, or another adverb more definite (Warriner:2009:21). The examples of adverb in sentences, “Karen strolled the shore, and she frequently stopped to collect shells”. The adverb frequently modifies the verb stopped. The positions of adverbs, it may come before, after, or between the words they modify for example “Quietly, the cat was stalking a bird”. Quietly comes before was stalking, the verb phrase it modifies. “The cat was stalking a bird quietly”. Quietly comes after was stalking, the verb phrase it modifies. “The cat was quietly stalking a bird”. Quietly comes between was and stalking, the verb phrase it modifies.



A pronoun is a word that is used in place of noun or more nouns or another pronoun. The example of pronoun in a sentence is “Charles said that he must study in this weekend”. The pronoun “he” is used in place of the noun Charles. Kinds of pronoun, the first is personal pronoun refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person). The examples are “We were sure that the birds would eat the bread. The personal pronoun “We” refers to people speaking. “Your girlfriend is on the phone. The personal pronoun “your” refers to person to whom someone is speaking. “Rudi and James go to school early and talk with their friends. The personal pronoun “their” refers to the people, Rudi and James, about whom someone is speaking. The second is reflexive pronoun. It refers to the subject of a sentence. A reflexive pronoun is necessary to the basic meaning of the sentence. The example is “They recognize themselves in the photo”. The reflexive pronoun themselves refers to subject “they”. The third is intensive pronoun, it’s emphasizes the word to which it refers. An intensive pronoun is unnecessary to basic meaning of sentence. The example is “she herself built the bookcase”. The intensive pronoun herself emphasizes she (Warriner:2009:9-10).

An interjection is a word that expresses emotion. An interjection can be left out of a sentence without changing the meaning of the sentence. The most common interjections are aha, ouch, wow, oh, yikes, hurray, oops, well, and yippee. Interjections that express strong emotions are followed by an exclamation point. For example: “Wow! What an exciting game that was!”. “Hey, what are you doing”. Interjections that express mild emotion are set off from the rest of a sentence by commas. The example is “Well, I will try my best” (Warriner:2009:26).

A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence. The most common prepositions are above, before, down, of, under, across behind, for, on, underneath, after, below, from, since, until, against, beside, in, up, around, between, into, throughout, with, at, by, like, to, and without (Warriner:2009:23). Prepositions are often small words such as to, by, of, in, on, up, off and from. They make up for their size by performing important task. Prepositions show how one thing relates to something else. The example is supposed that we have a pencil, and we want to show its relationship to a desk. We might say it is on the desk or in the desk or by the desk or under the desk. On, in, by and under are prepositions showing how the pencil “relates” to the desk (Larson:2007:47). Some prepositions are made up of more one word. They are called compound prepositions. The example in a sentence is “The story according to Janice is different”, the preposition according to shows relationship of story to Janice. Some compound prepositions are according to, aside from, because of, in addition to, in place of, next to, on account of out of (Warriner:2009:24).

A conjunction is a word that joins words or groups of words. There are two kinds of conjunctions. The first is coordinating conjunctions. It joins words or word groups that are used in the same way. Coordinating conjunctions join words, phrases to phrases, and clauses to clauses. Some common coordinating conjunctions are and, but, for, nor, or, so, and yet. The second is correlative conjunctions, it is pairs of conjunctions. The pairs work together to join words or word groups that are used in the same way. They join words, phrases, and clauses to clauses. Some correlative conjunctions are both... and, not only... but also, either... or, whether... or, neither... nor (Warriner:2009:25). These are some

examples of coordinating conjunction, “shy but friendly”. The conjunction but joins two words. “Doing homework and listening to music”. The conjunction and joins two phrase. “I arrived early, so I waited patiently. The conjunction so joins two clauses. The example of correlative conjunction is “he is saving money not only for a pet but also for pet supplies”. (the correlative conjunctions not only... but also join two phrases).

### **C. List-Group-Label (LGL)**

According to Nation (2010:60) stated techniques is a useful way of learning new vocabulary, in particular becoming familiar with spoken form of the word and linking it to its meaning. There are a number of techniques which could be used to teaching of vocabulary. First, a physical demonstration, using mime and gesture, may be the most effective as it will create a visual memory for the word. Second, a verbal explanation, involving a number of contexts, for example, a long journey, a hard days work, or a strenuous physical task, will lead the learners towards meaning. Third, synonym has the advantages of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made. The last is translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonyms, or asking learner to check in a dictionary (Hedge, 2003:126).

Actually, those are the good technique in introducing vocabulary to the students. They are all good to teach vocabulary. However the researcher choose and apply the list-group label technique to help the researcher in conducting the

research. The researcher choose this technique because it can cover some techniques that is usually applied and explained before. Further information about LGL are:

#### 1) Definition

List-Group-Label is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept (Allen:2007:69). List-Group-Label (LGL) is designed to encourage the students to improve their vocabulary and categorization skills, organizing their verbal concepts, aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject. The brainstorming and categorizing strategy can be used prior to beginning a unit. Teachers in any content area can use the same instructional strategy by generating a term or concept that will become the focus of study in the classroom (Allen:2007:72).

List-Group-Label is the strategy that helps students in improving their vocabulary and categorization skills. Then, they will also learn to organize concepts. This strategy helps students organize new concepts in relating to the previous learned concepts through grouping and labeling words.

#### 2) The Implementation of List-Group-Label.

As the name indicates, List-Group-Label asks students to follow the steps in completing the activity. The lesson will be begun by using a book or unit of the study. The teacher chooses a central concept or reading text. In this study, students are given descriptive text and asked to participate in the following activities (Allen:2007:70).

First activity is listing. Each student brainstorms words by reading a descriptive text given by teacher. Asking the students to list as many words as they found that they do not know the meaning. The second is Grouping. When each student completes the brainstorming part of this activity (List), divide the class into small group. Then students work in small group to share and combine their words into logical categories. Each group will work to cluster the class list of words into subcategories. As students attempt to combine three to five individual words lists, they begin to discover patterns of words. In this process, they are refining their knowledge of the concept. Students have to work together to combine their individual list into a common group list that cover all of their words. Once students create their categories, they give label each of them by giving part of speech. After labeling, ask the students to look for the meaning of each word. After students know the meaning, they should find the synonym each of them. Synonyms are group of words that have the same or almost the same meaning (Smith:2013:1)

*The example of list group label*

#### My sphynx cat

I have a cat. The sphynx cat. The name is peter. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My sphynx cat likes to eat carrot and other vegetables. When I release my cat out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might run away. I don't want to lost my cat because I love him so much.

List	Group-Label	Meaning	Synonim
Fur	Noun:	Kata Benda	
Spot	-Fur	- Bulu	- Patch, dot, mark
Long	-Spot	- Bitnik	- .
Ears	-Ears	- Telinga	- .
Tail	-Tail	- Ekor	-
Cute	-Eyes	- Mata	- Prolonged, lengthy
Red			
Big	Adj:	Kata sifat	
Eyes	-Long	- Panjang	- Sweet, cuddly
Eat	-Cute	- Lucu	- .
Release	-Red	- Merah	- .
Jump	-Big	- Besar	- .
Hard			
Catch	Adverb:	Kata keterangan	
Running	-Hard	- Sukar	- .
Lost			
	Verb:	Kata benda	
	-Eat	- Makan	- Consume
	-Release	- Melepaskan	- Relax, loosen
	-Jump	- Melompat	- .
	-Catch	- Menangkap	- Trap, capture
	-Run	- Lari	- .
	-Lost	- Kehilangan	- Leave

### 3) The Advantages of using List-Group-Label

The advantages of list group label strategy can help the students in improving their skill in vocabulary mastery. Because in list group label strategy the students will make a list of vocabulary, that means, it will be easy to remember the unfamiliar vocabulary. The students also use the verbal concept in familiar the vocabulary. Therefore, those ways help the students in understanding the information in a text.

Brunner (2011:15) also gives the advantages of list-group-label strategy as follow:

- a) Activates background knowledge prior to reading a selection. It can help the student to understand the lesson in brainstorming process.
- b) Facilitates a deeper understanding of the vocabulary terms.
- c) Engaging for all students in a classroom with students having a wide range of academic ability.
- d) Provides differentiation through the choice of selected words for each group.
- e) Allows for both small and large group discussion. It can apply in all kind of class, small group or large group discussion.
- f) Encourages collaboration.
- g) Provides opportunity for students to consider relationship between words. Help the students in group the word that have related.
- h) Good activity for a substitute teacher. It easy using by the teacher and it's very helped the teacher in teaching process.
- i) Easy to implement.
- j) Applicable for a variety of subjects. List group label can be applied in a variety of subject.

#### **D. Review of previous studies**

There are some previous studies conducted related to the topic of the use of specific strategy to develop students' vocabulary mastery. Here are some previous studies which are relevant to the strategy of teaching and learning vocabulary in each level.

In addition, Rina Ardiyanti (2015) conducted a research entitled "The Use Of List-Group-Label (LGL) Strategy in Developing Students' academic Vocabulary

Mastery (Quasi Experimental Research at Eleventh Grade of SMA Negeri 1 Pati in the Academic Year of 2015/2016)". The results showed that there was a significant difference in the student's achievement between the experimental and the control groups. The significant (2-tailed) coefficient was 4% and it was lower than the significant coefficient 5%, so the working hypothesis was accepted. Besides, the percentage of student's learning improvement after they got the treatment was 42%. These results indicates that the use of List-Group-Label (LGL) strategy in developing student's academic vocabulary mastery is effective and it can be used as an alternative strategy which facilitates student's academic vocabulary development. It is suggested that List- Group-Label (LGL) strategy can be used in teaching and learning academic vocabulary by integrating it into reading activities. The pedagogical implication was proposed to the teachers and the students. The teachers should be good facilitator in the learning activities and the students need to be active learners in the effort of developing their academic vocabulary mastery.

The researcher can conclude that the similarities between this previous research and this research are the same material that is focus on vocabulary. The strategy are same with this research especially List-Group-Label strategy. The different is about the graders to research and the research method. The graders of this previous research used eleventh grade at senior high school and this research used seventh grade at junior high school. The research method this previous research are same with this research, it is used a Quasi Experimental research.

The other is from Hanik Kurnia Sari (2017) conducted a research entitled "The Effectiveness of Using List-Group-Label Strategy of Teaching Vocabulary for Seventh Graders at MTs N 1 Blitar". She stated that there was a significant



difference in the students' achievement of academic vocabulary mastery between the experimental and the control groups after they got the treatment. In addition, the percentage of the student's improvement in mastering academic vocabulary had been determined which suggests that List-Group-Label strategy is effective strategy which contributes to the students' academic vocabulary mastery. The treatment which is given to the experimental group affects the student's academic vocabulary mastery. It can be applied easily in the teaching and learning process and make the students participate in the learning activities actively. Although the implementation of List-Group-Label (LGL) strategy takes time for both the teacher and the students, it can give beneficial for the students. It can develop their academic vocabulary knowledge by listing, grouping, labelling the unfamiliar words, and getting the feedback from the teacher and the other students.

The researcher concludes that the similarities between this previous research and this research are the same material that is focused on vocabulary. The strategy are same with this research especially list-group-label strategy. The sample that was taken were also at the same at seventh grade students. The research design used was also quasi experimental. The Differences are about the material that was applied by the researcher, when the past researcher applied on report text, this present research applied in descriptive text.

From the previous studies above, the researcher concludes that it is quiet important to apply a strategy in developing students' academic vocabulary. In addition, the strategy that is used has to be appropriate with the students' ability and difficulty's level of the passage. As a result, the students can develop their academic vocabulary mastery. The research about the use of List-Group-Label (LGL) strategy

to improve students' academic vocabulary especially in junior high school is still rarely conducted, thus the writer is interested in using this strategy in the study. The result of this study may help the teacher as the consideration to use this strategy by integrating it into reading activities and the students can improve their academic vocabulary mastery by using List-Group-Label (LGL) strategy.